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ABSTRACT

The purpose of this study is to: (1) identify and assess perceived professional needs of kindergarten teachers; (2) identify perceived professional needs, organizational factors and teachers' characteristics which significantly discriminate between "satisfied teachers" vs. "dissatisfied teachers"; and (3) assess their relative contribution to the discriminant function. Ninety-three female kindergarten teachers from one school district of a major city in Israel participated in the study. Factor analysis yielded five factors collectively accounting for 62.4 percent of the explained variance. These factors--esteem, autonomy, self-actualization, security, and social--corresponded with Maslow's corresponded with Maslow's hierarchy of needs. Results indicate that teachers are most satisfied on the two lower needs--security and social--and are less satisfied on higher needs, esteem, autonomy and self-actualization. Results obtained from the discriminant analysis demonstrate the significant role of three higher needs, age, teaching experience, and organizational complexity in differentiating between satisfied and dissatisfied kindergarten teachers. (Author)

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THE EFFECTS OF NEEDS, ORGANIZATIONAL FACTORS AND TEACHER'S CHARACTERISTICS ON JOB SATISFACTION IN KINDERGARTEN TEACHERS

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ABSTRACT

The purpose of this study is to (a) identify and assess perceived professional needs of kindergarten teachers, (b) identify perceived professional needs, organizational factors and teachers' characteristics which significantly discriminate between "satisfied teachers" vs. "dissatisfied teachers" and (c) assess their relative contribution to the discriminant function. Ninety-three female kindergarten teachers from one school district of a major city in Israel participated in the study. Factor analysis yielded five factors collectively accounting for 62.4 percent of the explained variance. These factors--esteem, autonomy, self-actualization, security and social, correspond to Maslow's hierarchy of needs.

Results indicate that teachers are most satisfied on the two lower needs--security and social and are less satisfied on higher needs, esteem, autonomy and self-actualization. Results obtained from the discriminant analysis demonstrate the significant role of the three higher needs, age, teaching experience, and organizational complexity in differentiating between satisfied and dissatisfied kindergarten teachers.

INTRODUCTION

The importance of motivation in education has long been recognized by researchers who generally focused their research efforts in the following two areas: The amount and kind of motivation a child needs in order to learn and what motivates a teacher. While the two areas are not unrelated, the first area has been researched quite extensively whereas relatively little research has focused on determining what motivates the teacher (Pastor and Erlandson, 1982). Yet, organizational researchers in the field of business administration as well as in the field of educational administration have found a strong correlation between motivation and productivity (Hertzberg, Mausner and Synderman, 1959; Locke, 1970; Siegal and Bowen, 1971). This means that administrators of organizations need not only to find ways to retain effective members, but also to make them continue to produce reliably.

Since educational organizations are in essence service organizations in which the client, namely the student, is totally dependent upon the teacher's professional integrity, making the teacher continue to produce reliably is of utmost importance. Following Ndu and Ohikhena (1983) who credit Likert (1961) and Katzell (1964) we also suggest that

> ..."you cannot ensure a worker satisfaction with the job and so his continued participation in the organization, neither can you motivate him to be highly productive unless you can identify what he percieves as his needs and create opportunities for their attainment on the job"(1983;191)

In addition to these perceived needs, teachers not only participate in the organization as members of a work team but they are also very likely to be part of other organizational units organized on a functional or geographical basis. Furthermore, teachers come from different backgrounds.

And indeed, prior research has indicated that job satisfaction is significantly affected by organizational factors related to work group (local factors) as well as by organizational factors related to overall policies of the organization (Katz and Kahn, 1951; Morse, 1953; Argynis, 1964; Miskel and Gerhardt, 1974) to cite only a few. Thus, the contention of this paper is that the extent to which teachers perceived needs are met do not serve as a measure of job satisfaction but rather as its predictors. Moreover, a meaningful investigation of job satisfaction should be based on a multivariate approach in which perceived needs, organizational factors and background variables serve as predictors.

The purpose of this study is to (a) identify and assess perceived professional needs of kindergarten teachers, (b) identify perceived needs, organizational factors and teachers' characteristics which significantly discriminate between "satisfied teachers" vs. "dissatisfied teachers" and (c) assess their relative contribution to the discriminant function.

THE THEORETICAL BACKGROUND OF THE STUDY

(a) Motivation and Needs

The theoretical conceptualization of motivation based on needs stems from the writings of Murray (1938)and Maslow (1954) who constructed needs hierarchies in order to account for motivation. Thus, according to Maslow, if lower needs are satisfied, they no longer motivate behavior and the higher needs become those needs which motivate behavior. Quite consistent with Maslow's needs hierarchy, is Herzberg's "motivation-hygiene"

theory (1959). Hertzberg suggests that there are two kinds of factors, satisfaction or "motovators" factors and dissatisfaction or "hygienes" factors which are not only totally different but also mutually exclusive. While the satisfaction factors, the "motivators" correspond to Maslow's higher needs, the dissatisfaction factors, the "hygienes" correspond to Maslow's lower needs. Thus, according to Herzberg's theory, the "hygienes" needs have to be satisfied to a certain degree before the "motivators" needs are activated.

Along similar lines are the studies performed by McGregor (1960), McClelland (1961), Argyris (1964), Sergiovanni (1967), Carver and Sergiovanni (1971), Sergiovanni and Carver (1973), Batcher (1981) and Ndu and Ohikhena (1983). It should be noted that while the first three studies were performed in industrial settings, the last four were performed in educational settings. Yet the common denominator of the findings of all these studies, regardless of their particular settings, is that satisfying certain needs is either a prerequisite for, or significantly associated with certain types of worker's behavior on the job.

Consisent with the need based theory, is the higher-order/lower-order need strength theory introduced by Alderfer (1972) and further researched by Stone, Mowday and Porter (1977) and Brief and Aldag (1978). The theory is based on the assumption that an individual who manifests higher order needs will find satisfaction in a job offering such characteristics as autonomy, variety and the use of valued skills. An individual without these needs would find a job with those characteristics to be frustrating and dissatisfying (Pastor and Erlandson, 1982).

Findings reported from studies performed in educational settings strongly suggest that teachers are generally motivated by higher needs such as esteem or self-actualization rather than by by lower basic needs such as security and personal comfort. Yet there is one exception, that of the Nigerian teachers who seem to be more concerned with lower, "hygienes" needs (Ndu and Ohikhena, 1983;p 196) than the higher "motivators" ones. The reason for that may very well reflect, as the investigators point out, the fact that Nigeria is still a developing country which is part of the third world. In these societies shelter and food are still regarded as scarce commodities which are the primary concern of workers.

(b) Job Satisfaction

March and Simon (1958) have defined job satisfaction in terms of willingness of the worker to stay within the organization despite inducements to leave. Hage (1965) defined job satisfaction as the extent to which members in the organization were satisfied with working conditions. These definitions are based on the theoretical assumption that the individual will remain in the organization for as long as he perceives a balance between his contribution to the organization and the way he is being compensated by the organization in relation to other members in similar positions. Alonzo (1970); Belasco and Allutto (1972) measured job satisfaction in educational settings through assessing how satisfied teachers were in certain aspects of their position. Sergiovanni and his colleagues in the studies cited above measured job satisfaction by assessing the extent to which teachers' perceived professional needs are satisfied.

The study of job satisfaction in educational settings has indeed been linked to motivation based on needs and a number of such studies have been reviewed in this chapter. Yet the present study represents an attempt to introduce a somewhat modified theoretical approach in order to accomodate the contention of this study. Under the present study, job satisfaction (the dependent variable), is essentially defined following March and Simon (1958) whereas the extent to which perceived needs are satisfied serve as part of the predictor set (independent variables) which is comprised of organizational factors and background variables as well.

It has been pointed out by Mumford (1972;4) and Benson (1983;140) that a worker's inclination to remain in his present job is only a measure of job satisfaction if the worker is prepared and able to change jobs. Since the ability for teachers to transfer freely between schools in the Israeli school system does not fulfill these criteria, job satisfaction was operationally defined for the purpose of this study as the willingness of the teacher to choose the same profession if it were feasible to reconsider a career choice.

METHODS

(a) Instrumentation

Relevant data for this study were collected through use of an instrument which was developed by Porter (1963) and applied to educational settings by Trusty and Sergiovanni (1966 and 1971). The instrument contains 13 items (statements) which are structured to follow the Maslow-type hierarchy of needs in the following categories: security, social, esteem, autonomy and self-actualization. The instrument was translated to Hebrew and six

additional items were added in order to adapt it to the Israeli school context. Using a 5-point Likert-type scale, teachers responded to each item in terms of their agreement: Low scores represent disagreement and high scores represent agreement. An additional item - "If I could reconsider my career choice, I would choose to be a kindergarten teacher" was added in order to measure the dependent variable. A personal information form was developed to obtain data on personal and demographical characteristics.

(b) Sample

Ninety three female kindergarten teachers from one school district of a major city in Israel participated in the study which took place in the 1984-85 academic year. These teachers were grouped into two subgroups in the following way:

16 (17%) "dissatisfied teachers" (scored 1 or 2 on the dependent variable)

53 (57%) "satisfied teachers" (scored 4 or 5 on the dependent variable)

Eliminated from the analysis were 24 (26%) teachers who scored 3 on the dependent variable.

(c) Data Analysis

Factor Analysis (Varimax Rotated) was performed on the 19 items measuring perceived professional needs in order to extract need categories. A forward stepwise discriminant analysis was employed in order to identify and ascertain the relative contribution of perceived professional needs, organizational factors and background variables to the function which discriminates between "satisfied" and "dissatisfied" teachers. All operations were carried out utilizing SPSS (Nie et al, 1975).

RESULTS

The factor analysis yielded five factors with eigenvalues of at least 1.00 accounting for 62.4 percent of explained variance (see Table 1). By associating items with resultant factors, it is evident that these factors correspond to Maslow's hierarchy of needs in the following way: Factor 1 could be best termed esteem; Factor 2 - autonomy; Factor 3 - self-actualization; Factors 4 and Factors 5 - security and social respectively. The mean values of these five needs range between 3.35 to 4.31 thus suggesting that the teachers are generally well satisfied. A closer examination of these mean values essentially indicates that the teachers' basic lower order needs are more satisfied than the higher needs. The mean scores reported for security and social needs are 4.25 and 4.31 respectively, whereas the mean values of esteem, autonomy and self-actualization are approximately 1.00 lower, 3.48; 3.35 and 3.07 respectively. It should be noted that the standard deviations obtained for these five needs are relatively small for the two basic needs security and social, 0.25 and 0.47 respectively. Yet the standard deviations obtained for the three higher needs esteem, autonomy and self-actualization are relatively bigger, 0.91; 0.87 and 1.03 respectively. These findings indicate that there exists a lower variability around the means of the lower needs yet a higher degree of variability around the means of the three higher needs.

Insert Table 1

The statistically significant (at the level of 0.06) characteristics of the discriminant function obtained from the analysis appear in Table 2. The values of the standardized coefficients enable us to assess the relative

contribution of each of the five perceived professional needs, organizational factors and teachers' characteristics to the discriminant function. Data indicate that the two basic lower needs--security and social, the organizational factor students' age composition and the background variable, teacher's place of residence (outside the community) are not statistically significant ($p = 0.06$) and therefore have no contribution as discriminant variables.

Insert Table 2

The analysis of the relative distance of the discriminant coefficient from the group centroid, enables us to ascertain the contrast of "satisfied teachers" vs. "dissatisfied teachers". This contrast may be summarized as follows:

1. Greater extent of fulfillment of need for self-actualization (0.53).
2. Greater extent of perceived fulfillment of needs for esteem (0.50).
3. Longer teaching experience (0.42).
4. Greater extent of fulfillment of need for autonomy (0.34).
5. Older teachers (0.32).
6. Higher degree of organizational complexity (0.31).

DISCUSSION

Five need categories emerged from the factor analysis which correspond to the needs identified by Maslow. These findings suggest that the instrument which was utilized in the present study is valid in educational settings not only in the U.S.A. but also in Israel. Specifically, these results enabled us to assess the extent that these needs are satisfied. Thus, data indicate that the teachers' lower needs--security and social, are perceived to be

quite well fulfilled. Yet their higher needs--autonomy, esteem and self-actualization, are by far less satisfied. Actually, the pattern of need satisfaction found in this study is quite consistent with Maslow's hierarchy of needs with only two minor deviations: In the present study, the most satisfied need is social rather than security, and the autonomy need is slightly more satisfied than the esteem need. Essentially, these findings indicate that the teachers perceive themselves to be far more satisfied from extrinsic needs which are not directly derived from the job itself. In Herzberg's terms, these findings show that the teachers are quite satisfied by "hygienes" factors. On the other hand, it is obvious that the teachers' intrinsic needs, Herzberg's "motivators", those which derive from the job itself are being perceived to be significantly less satisfied.

Results obtained from the discriminant analysis enable us to ascertain the profile of the "satisfied teacher" vs. the "dissatisfied teacher". Data on "satisfied teacher" demonstrate that she tends to report greater extents of fulfillment of all three higher needs--esteem, autonomy and self-actualization. The "satisfied teacher" is more likely to be an older one with longer teaching experience. She is also more likely to be a part of a school with a higher degree of organizational complexity.

Although all six components comprising the profile of the "satisfied teacher" are identified as significant discriminators between the two subgroups, data indicate that needs for self-actualization and esteem as well as teaching experience possess a stronger discriminating power than the need of autonomy, age and organizational complexity. There are a few important observations related to these findings which call for further

discussion. First, it should be noted that the lower order needs--security and esteem, do not play any significant role in differentiating between the two subgroups, whereas high order needs which are intrinsic to the job--esteem, autonomy and self-actualization, are the ones which play a significant role in differentiating between the two subgroups. The more that these needs are met, the more satisfied the teachers will be. Second, findings indicate that teachers who participate in the organization as members of a diversified work team tend to be more satisfied. Under organizational complexity the individual teacher may feel less professionally isolated and is exposed to other professionals in similar or related jobs. Findings suggest that it counts where the teacher teaches rather than who she teaches. Third, age and teaching experience have been found to be related to job satisfaction. Although one word of caution has to be expressed in regards to these findings (for it may sometimes be hard for a professional person after investing time and money preparing for the job as well as investing years on the job to admit to a disappointment from it), these findings should not be ignored. These findings indicate that in their first years of teaching, kindergarten teacher's professional expectations are not being met. It is only later on in their careers (if they stay on) that they derive satisfaction (or may convince themselves that they do). This is not a desirable situation.

Results obtained from this study are quite congruent with previous research. Although from a methodological point of view, this congruency strengthens the validity of our findings, nevertheless this congruency

is somehow disappointing from the subject matter point of view. It has been recommended by Carver and Sergiovanni (1981), who reported similar assessment of teachers' professional needs, that school administrators should find ways to provide teachers with opportunities to make independent educational decisions and encourage personal and professional development (p.27). And now, fifteen years later, we are still dealing with the same scenarios with no apparent solutions on how to execute these urgent recommendations. Carver and Sergiovanni further hypothesize that if esteem needs are met, perhaps through increased salaries and professional benefits, teachers will move to satisfy autonomy and self-actualization needs (1971;27). In recent years teachers' salaries have been increased and professional benefits have been added as part of the efforts of the Israeli government to raise the status of the teacher in the Israeli society. Results of the present study do not indicate that these efforts have been successful so far. These results lend support to the assumption postulated by Lortie (1975) and further supported by Pastor and Erlandson (1982) that as extrinsic and ancillary rewards in teaching have shown little change over a long time that they do not act as motivators (1982;174). The teaching profession does not attract people who are motivated by monetary compensation, but rather from intrinsic or psychological rewards. Teachers are indeed motivated by higher needs derived from the job itself.

While this study has by no means attempted to resolve the issue of job satisfaction, the obtained results suggest that organizational complexity, age, teaching experience and higher order intrinsic needs go hand-in-hand in predicting job satisfaction. These findings bear important implications

for educational administrators on the school level as well as on the national level. In practice, these implications call for creating and designing teaching jobs which will be conducive to job satisfaction. Seeking the right individuals to staff these jobs is also an important task. Administrators must be made aware of the possibility that organizational goals and values can be modified to fully utilize the predispositions and potentialities of their personnel. This may not seem as the most desirable possibility when it comes to educational organizations, but in times of budget cuts and manpower availability, this may be a practical possibility.

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TABLE 1: Varimax Rotated Factor Matrix of Kindergarten Teachers' Perceptions of Professional Needs

Need / Interpretation of Positive Scores	Mean*(50)	% of Explained Variance	Eigen-Value
1. Esteem	3.48(0.91)	23.6	3.53
The feeling of self esteem and prestige the teacher receives from being in this position from people inside and outside of the school.			
2. Autonomy	3.35(0.87)	12.9	1.93
The feeling of authority, opportunity for independent action and decision making and participating in goal setting.			
3. Self-Actualization	3.07(1.03)	10.2	1.53
The feeling of accomplishment, of being able to utilize potentialities and of being able to develop in the position.			
4. Security	4.25(0.25)	8.7	1.30
The feeling of security in the position.			
5. Social	4.31(0.47)	7.0	1.05
The opportunities to help others and to develop close relationships with others in the school.			

*Scores range from 1 to 5; low scores indicate disagreement whereas high scores indicate agreement

TABLE 2: Discriminant Analysis of Kindergarten Teachers' Perceived Professional Needs, Organizational Factors and Teachers' Characteristics

Predictors	Standardized Discriminant Coefficients
A. STANDARDIZED COEFFICIENTS	
1. Professional Needs	
Esteem	0.50^{xx}
Autonomy	0.34^{x}
Self-Auctualization	0.54^{xx}
Security	0.03
Social	0.07
2. Organizational Factors	
Age (students)	0.00
Organizational complexity (Number of classes in the school	0.31^{x}
3. Teacher's Characteristics	
Age (teacher)	0.32^{x}
Teaching experience (in years)	0.42^{x}
Place of residence (outside the community)	0.18
B. GROUP CENTROIDS	
Satisfied Teachers	0.33
Dissatisfied Teachers	-1.10
Cannonical Correlation	.52
Significance	.06
Eigenvalue	.38
Wilk's Lambda of Residuals	.78
% of grouped cases correctly classified	80%

xx p = 0.0001; x p = 0.05

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